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ABSTRACT

A 2-year project to focus on diverse approaches to placement and followup in vocational education within Indiana included seven sub-projects funded to local educational agencies across the State and targeted to specific problems. Products of the seven sub-projects were developed to provide adaptability to secondary and postsecondary schools throughout the State. Project approaches included such activities as (1) searching what other States are doing in placement and followup and developing Indiana models that may be used Statewide to assist youth in becoming more employable, (2) assisting the school corporations in attaining 100% placement--placement into further training or placement on the job, and (3) assisting vocational administrators with a how-to manual to become leaders in program accountability. The products of the seven projects include a data and information bank to serve as a basis for a placement component in an area vocational education center (many of the informational materials appropriate for bilingual families), a longitudinal in-school and out-of-school data system, a manual for conducting followup studies, a handbook for conducting cost effectiveness studies of local vocational education programs, documents providing results of a national review of exemplary postsecondary and secondary placement and followup practices, followup materials and guidelines appropriate for conducting followup studies of postsecondary school vocational education dropouts (including computerized techniques for processing data), and a standardized followup instrument and a system for data interpretation (with potential for a uniform State followup program). The report includes statement of the problems, priority areas, strategies, analysis, findings, conclusions and recommendations, and evaluation plan for the primary project and the seven sub-projects. A financial statement is also included. (HD)

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FINAL REPORT

# IMPLEMENTATION OF A STATE-WIDE GUIDANCE PROGRAM WITH EMPHASIS ON COUNSELING, PLACEMENT, AND FOLLOW-UP FOR SELECTED TARGET GROUPS

USOE GRANT #OEG-0-74-1729
USOE PROJECT NUMBER V0078VZ

State Board of Vocational and Technical Education

State of Indiana

SBVTE-8-75-C

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JUNE, 1976

Don K. Gentry, Executive Officer/State Director
Edgar Hornback, RCU Coordinator
Richard M. Wysong, Federal Project Coordinator
Fred C. McCormick, Ph.D., Senior Consultant,
Educational Management Services, Inc.

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# I.
# INFORMATION SHEET
# (PRIMARY PROJECT)

A. Kind of Project:

| | | | |
|---|---|---|---|
| 1 | X | Experimental | |
| 2 | X | Developmental | |
| 3 | X | Pilot | |
| 4 | X | Demonstration | |
| 5 | X | Evaluative | |
| 6 | X | Exemplary | |

B. Population

| TYPE | | NUMBERS |
|---|---|---|
| A | Disadvantaged | A 100 |
| B | Handicapped | B 200 |
| C | Migrant | C |
| D | Minority | D 300 |
| E | Comination of the above | E |
| F | Other (Statewide) | F 1,000 |

| GROUP | | |
|---|---|---|
| 1 | Pre-school | 1 |
| 2 | Elementary | 2 |
| 3 | Junior High School | 3 |
| 4 | Middle School | 4 |
| 5 | Senior High School | 5 2,800 |
| 6 | Post Secondary | 6 |
| 7 | Adult | 7 100 |
| 8 | University | 8 |
| 9 | Employer | 9 100 |
| 10 | Employee | 10 |
| 11 | Citizens | 11 |
| 12 | Parents | 12 |
| 13 | Combination of the above | 13 3,000 |

LOCALITY (check the one which encompasses the locality involved)

| | | |
|---|---|---|
| a | National | a x |
| b | State | b x |
| c | Region | c x |
| d | District | d |
| e | County | e |
| f | Area | f x |
| g | Community | g |
| h | School Corporation (LEA) | h x |

II.

PROJECT: IMPLEMENTATION OF A STATE-WIDE GUIDANCE PROGRAM WITH EMPHASIS ON COUNSELING, PLACEMENT, AND FOLLOW-UP FOR SELECTED TARGET GROUPS.

## ABSTRACT

AUDIENCES(S)

. Secondary Schools
. Postsecondary Schools
. Statewide, Regional, National Agencies

DESCRIPTORS

. Guidance
. Counseling
. Placement
. Follow-up
. Accountability

COMPONENTS

. National/Statewide Models
. Manuals
. Data Systems

AVAILABILITY

. State Board of Vocational & Technical Education, State of Indiana
. Department of Public Instruction, Vocational Education State of Indiana
. Indiana Curriculum Materials Center, Indiana State University, Terre Haute

## ABSTRACT

Increasingly, educators have been responding to the need for clarifying and making accessible goals, procedures, and coordination between education provided and employment obtained on the part of students and former students. Accountability in areas of career planning and preparation has been receiving increased attention in local, statewide, and Federal agencies.

In June 1974, the U.S. Commissioner of Education funded a State Board of Vocational Technical Education project to focus on diverse approaches to placement and follow-up in vocational education within Indiana. Seven sub-projects targeted to specific problems were funded to local educational agencies across the state.

Four goals of the project were: 1) to develop and implement effective techniques for follow-up of vocational graduates, secondary and post-secondary dropouts, and non-vocational secondary graduates, 2) to identify effective concepts and practices in placement services and incorporate these into pre and in-service training of local personnel to implement local placement and follow-up efforts, 3) to provide a transportable cost-effective approach to program planning, evaluation, and budgeting for local implementation, and 4) to develop a coordinated system for researching and implementing the project to the users including those in decision-making positions.

Objectives of the primary project included: 1) provide a coordinated statewide system for developing and disseminating products, 2) identify effective concepts and practices in placement services, 3) develop effective graduate follow-up techniques and materials, and 4) provide a cost-effectiveness model for planning and evaluating programs.

Project approaches have included such activities as: 1) searching what other states are doing in placement and follow-up and developing Indiana models that may be used statewide to assist youth in becoming more employable; 2) assisting the school corporations in attaining 100% placement -- placement into further training or placement on the job; and 3) assisting vocational administrators with a "How To Manual" to become leaders in program accountability.

Products of the seven sub-projects have been developed to provide adaptability to secondary and post-secondary schools throughout the state. The products of the seven projects are briefly described as follows:

.. SCHOOL CITY OF EAST CHICAGO: AREA VOCATIONAL DISTRICT I - STUDENT CENTER APPROACH TO VOCATIONAL CHOICE
Product: A data and information bank to serve as a basis for a placement component in an area vocational education center. Many of the informational materials are appropriate for bilingual families. . . . . .

.. EVANSVILLE - VANDERBURG SCHOOL CORPORATION - COUNSELING RESEARCH PROJECT/SPECIAL NEEDS
Product: A longitudinal in-school and out-of-school data system. The data system, ranging from seventh grade to ten years after graduation, provides a model information bank for guidance and placement programs.

.. INDIANAPOLIS PUBLIC SCHOOLS - SYSTEMS APPROACH TO "LEAVE-SCHOOL STUDENT DATA"
Product: A manual for conducting follow-up studies. The manual provides a model for conducting and using follow-up studies.

.. INDIANA UNIVERSITY - COST EFFECTIVE HANDBOOK FOR LOCAL HIGH SCHOOL PROGRAMS
Product: A handbook for conducting cost effectiveness studies of local vocational education programs. The handbook provides necessary materials to allow vocational administration to conduct school based studies.

.. INDIANA UNIVERSITY - IDENTIFICATION OF EFFECTIVE PRACTICES IN PLACEMENT AND FOLLOW-UP
Product: Documents providing results of a national review of exemplary post-secondary and secondary placement and follow-up practices. The study identifies common successful procedures.

.. VINCENNES UNIVERSITY - FOLLOW-UP ON NO-SHOWS AND DROPOUTS OF POST-SECONDARY STUDENTS
Product: Follow-up materials and guidelines appropriate for conducting follow-

up studies of post-secondary school vocational education dropouts. The model includes computerized techniques for processing data.

.. PURDUE RESEARCH FOUNDATION - STATEWIDE SYSTEM OF FOLLOW-UP FOR VOCATIONAL GRADUATES

Product: A standardized follow-up instrument and a system for data interpretations. The instruments and procedures are providing the potential for a uniform state follow-up program.

# III. STATEMENT OF THE PROBLEM

## 3.1 PRIMARY PROJECT

The taxpaying public is asking, "What happens to our students after they leave school?" Are they getting jobs because of or in spite of, the education in our schools? Why is there still so much unemployment among our youth?

Career preparation of youth has sometimes been characterized by its lack of clear and accessible goals, its lack of knowledge of the steps in achieving vocational goals, and its lack of coordination between education received and employment secured. Even with adequate career planning and preparation, young people must still translate occupational goals into the reality of a job.

We have always had some type of placement activity in our schools, but this has been primarily for college bound students. We do not want to diminish these activities, rather, we want to coordinate the team serving the student: i.e. academic teacher, counselors, and vocational staff into a coordinated, systemic structure for preparation, placement, and follow-up, with accountability relating to the benefits of secondary and post-secondary educational programs.

Comprehensive guidance programs with services in placement and follow-up have also needed to be improved, with cost-effective approaches in view. No coordination effort had been made in Indiana to establish effective placement and follow-up programs, utilizing cost effective systems for all students in local educational agencies and on a coordinated statewide basis. Activities relating to this project were utilized in addressing the aspects of this statewide problem.

## 3.2 THE SEVEN SUB-PROJECTS

Each of the seven sub-projects has statements of problem area(s) addressed, both in its project proposal and final report. These problem statements are summarized in the following sections of this report, and reflect aspects of the problem stated above.

### 3.2.1 The Application of a Client-Centered Approach to Vocational Choice (School City of East Chicago)

The school population is approximately thirty-eight percent Black, thirty-eight percent Latin and twenty-four percent White. The educational level of the total community is the lowest in Northwest Indiana. Sixty-four percent of the

people have less than a high school education. The figures are more discouraging for certain ethnic groups. For example, only twenty-six percent of the Spanish surnamed people complete high school; whereas forty-three percent of the Blacks have completed high school.

Children seem not to be learning; achievement has declined and the drop-out rate is a concern as large numbers of youngsters become hostile, indifferent, and alienated. District I, the East Chicago and Whiting Public Schools, recognized the problem and were determined to implement vocationally oriented programs for all patrons of these communities.

3.2.2 Counseling Research Project Directed to the Special Needs of Identified Student Groups. (Evansville Vanderburgh School Corporation)

The general public is increasingly calling upon local educational agencies to equip students with skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

The concern of Student Services personnel in the Evansville-Vanderburgh School Corporation was focused on these needs which created a new need for an objective information base upon which to make decisions and render assistance.

Prior to this concern, information was not being gathered consistently, did not include all students, was not a validated system, and did not provide storage for retrieval and future use or cumulative use by school personnel as students progressed through the corporation.

With increased pressures for accountability it became more and more apparent that a uniform system of data gathering was needed and a systematic use in delivering the results collected would be beneficial to the school corporation as well as others interested in using the model.

3.2.3 Systems Approach to "Leave School Student Data (Indianapolis Public Schools)

In 1972, 25% of all high school students in this country failed to graduate. (Health, Education, Welfare Office of Education, 1975.) It is projected that in 1982, 23% of the total number of high school students will not obtain diplomas. (Health, Education, Welfare Office of Education, 1975.) Although these statistics imply a decline in the percentage of student "leavers," a substantial number of persons terminating their secondary education prior to completion continues to be of concern to educational leaders. Effective measures to prepare students for gainful and productive lives after high school must be initiated or maintained in high school curriculum.

Hopefully, a Systems Approach to Leave-School Data, i.e. obtaining relevant and pertinent information about the student leavers, can facilitate these measures and increase their effectiveness.

### 3.2.4 Cost Effective Handbook for Local School Programs (Indiana University)

There has been a demonstrated need for producing a system for conducting locally directed cost-effectiveness analyses. This project was designed to construct a system including 1) appropriate data collection materials, 2) a PERT system for conducting investigations, 3) procedural instructions for conducting research, and 4) a set of analytical procedures for analyzing the data.

### 3.2.5 Identification of Effective Practices in Placement and Follow-up (Indiana University)

Massive resources have been committed in recent years to the development of programs of career education and related programs of career guidance. However, despite the fact that placement and follow-up are an inherent link in any comprehensive program of career education and guidance, there is clear evidence that those activities have been neglected in programs of guidance in school systems and in counselor education programs in institutions of higher education as well. Improvements must be made. Guidelines for such improvements may be suggested through studies which identify the characteristics of successful programs and factors contributing to the development and success of these programs. Such knowledge about successful programs can be utilized in a state-wide effort in Indiana to improve existing programs, to develop effective new programs, and to improve the training of those personnel who would serve such programs.

### 3.2.6 Development and Implementation of Effective Techniques for Follow-up of Drop-Outs at Post-Secondary Levels (Vincennes University)

The purpose of the project is to permit Vincennes University to validate a comprehensive model follow-up instrument to serve vocational and non-vocational graduates and drop-outs for use at the high and post-high school levels, and to develop a procedure which will enable data generated by the instrument to be compiled in complete-readable formats.

The project will develop the procedures to perform follow-up, develop the instrument involved and provide a computer program which will retrieve the data in a meaningful format and aid in institutional and program accountability.

### 3.2.7 Statewide System of Follow-Up for Vocational Graduates (Purdue Research Foundation)

Despite the enrollment growth during the past ten years in all levels of education and evidence to support more concentration of time, effort and resources in preparing students for employment, there remain unanswered questions on meeting the training and occupational needs of all students. It is vital that educational planners explore and examine carefully every resource to determine effectiveness of programs and identify the expanded services schools must provide for graduates and non-graduates at the secondary and post-secondary levels.

An important element of the comprehensive guidance, counseling, placement, and follow-up system is a systematic method for following up former vocational students.

It is in the context of the foregoing statement of the problem, by both the primary project and the seven sub-projects, that the project priority areas, strategies and their associated project products have been designed and implemented.

# IV. PRIORITY AREAS

This section outlines the areas of priority utilized by the primary project and each of the seven sub-projects in this effort which served to implement a state-wide guidance program with emphasis on Counseling, Placement, and Follow-Up for Selected Target Groups.

## 4.1 PRIMARY PROJECT

The four areas of the primary project were: 1) to develop and implement effective techniques for follow-up of vocational graduates, secondary and post-secondary dropouts, and non-vocational secondary graduates; 2) to incorporate these techniques into pre and in-service training of local personnel to implement local placement and follow-up efforts; 3) to provide a transportable cost-effective approach to program planning, evaluation, and budgeting for local implementation; and 4) to develop a coordinated system for researching and implementing the project to the users including those in decision-making positions.

This project has permitted the State of Indiana to develop model follow-up systems that may be adopted within all school systems. Models have been developed to assist a student to select programs, as well as be placed after enrolling in vocational programs.

## 4.2 THE SEVEN SUB-PROJECTS

This section serves to summarize the project priority areas addressed in the conduct of each of the seven sub-projects.

### 4.2.1 The Application of a Client Centered Approach to Vocational Choice (School City of East Chicago)

The design of the project is to identify, inform, and interest pupils and community in the development of understanding and attitudes about work, with a concern for the early identification of interests and aptitudes.

The program takes the form of a vocational interest inventory to assist Junior High School students assess their occupational preferences. The Handbook for the Vocational Center provides students with career information, a job description, requirements and qualifications, educational preparation and training needed, prospects and opportunities, job and salary information, related occupation, and sources of information.

The student follow-up will utilize the instrument, Follow-up of the Indiana Vocational Students, developed by Purdue University.

4.2.2 Counseling Research Project Directed to the Special Needs of Identified Student Groups (Evansville Vanderburgh School Corporation)

The project concerned itself with the Area School boundaries designated for the Evansville-Vanderburgh School Corporation, as a model. Various aspects of the project were designed to direct attention to the needs of students who are confused and uncertain about future careers and to the needs of educators in assisting students. Priorities were given to the following categories: 1) Area Counselors; 2) Sophomore students; 3) former students; and 4) agencies within the community.

4.2.3 Systems Approach to "Leave-School Student Data", (Indianapolis Public Schools)

The major focus of the Systems Approach to Leave-School data Project was to provide the Indiana State Board of Vocational and Technical Education Project and vocational educators in the state with decision making information that would be valuable in the development and improvement of vocational programs.

The aim of the project was to develop forms on which to gather, compile, store and analyze input data from supervisory and administrative personnel on the state and local levels. Instruments were also developed from input data users. A calendar for dissimination of the instrument was made and a sample survey study was conducted with a local vocational school. All input data was concerned with follow-up information needed on the terminating vocational student.

4.2.4 Cost Effective Handbook for Local High School Programs (Indiana University)

The project was addressed to the item, "A transportable cost-effectiveness approach to program planning, evaluation and budgeting for the local level in planning more effective vocational education programs." This item was included in the Request for Proposals, issued by the State of Indiana, for sub-projects to be associated with the primary project.

4.2.5 Identification of Effective Practices in Placement and Follow-up (Indiana University)

Reflecting a national concern, recent priority guidelines for research projects from the Department of Health, Education and Welfare stated that "comprehensive systems of guidance, counseling, placement and follow-up services for

students and adults need to be improved." The project was also relevant to the priorities deemed important to education in Indiana, as outlined in the proposal of the Primary Project.

4.2.6 Development and Implementation of Effective Techniques for Follow-up of Drop-Outs at Post-Secondary Levels (Vincennes University)

The State of Indiana priority for which the project was designed was "Development and Implementation of Effective Techniques for Follow-up of Drop-Outs at Post-Secondary Levels."

4.2.7 Statewide System of Follow-up for Vocational Graduates (Purdue Research Foundation)

The priority areas outlined for this sub-project are as follows:

1) To identify instruments that could be utilized to obtain follow-up information of vocational graduates;

2) To develop a methodology that could be used to obtain follow-up information of vocational graduates;

3) To field test the instrument and methodology for data collection on sample schools;

4) To develop a method for summarizing and analyzing data that can be used by both local and state agencies;

5) To provide a system for interpretation of the data to insure usage of the data at local levels in addition to usage at statewide levels; and

6) To train local vocational guidance personnel to use the system developed.

# V. STRATEGIES

This section discusses the strategies utilized in accomplishing the project goals and objectives, both for the Primary Project as well as the seven sub-projects.

## 4.1 PRIMARY PROJECT

A variety of seven sub-projects were funded; three in public school systems, one in a two-year post-secondary institution, and three in the state's universities. The primary project served to fund, monitor and evaluate the processes and products of the seven sub-projects. The primary project also served to foster communications between and among the seven sub-projects, as well as to guide the progress and final reporting associated with each of the sub-projects.

An Indiana Invitational Conference on Placement was sponsored by the State Board of Vocational and Technical Education, and was held during the period June 25-27, 1975, at Lake Monroe, Smithville, Indiana. A statewide group of vocational directors, local counselors, vocational counselors, the seven sub-project personnel, as well as the State Advisory Committee and state staff, were invited. National experts on placement made presentations and interacted with the Conference participants. A Report of Conference Proceedings is available, filed supplement to this report.

A State Advisory Committee for the Primary Project was formed and reviewed project processes in June, 1975. It met again in April, 1976, at which time it heard summary reports from the seven sub-projects and commended the projects for the utility and transportability of project products throughout the State of Indiana. In addition, three workshops in the state (North, Central, and South) were planned and conducted in Spring, 1976 to train counselors in the use of the follow-up system, to acquaint them with the strategies of developing alternative placement systems, and to share results of the various sub-projects.

A variety of strategies were utilitized to accomplish the goals and objectives of each of the seven sub-projects, and these strategies are summarized in the remaining sections of this chapter.

## 4.2 THE SEVEN SUB-PROJECTS

This section serves to summarize the project strategies utilized in each of the seven sub-projects.

4.2.1 Application of a Client-Centered Approach to Vocational Choice (School City of East Chicago)

The general strategies for student placement in the various vocational cluster programs and the follow-up of current graduates regarding the adequacy of training as well as current employment needs are as follows:

- To develop student occupational awareness with a Vocational Handbook.
- To help with a cluster selection by the use of the Self-Analysis/Occupational Interest Questionnaire a Classroom-Teacher Rating Scale, submitted for each student, thus aiding placement. Parent or Guardian Approval form which acknowledges the facts that parents have been notified of the cluster choice made by the student and that they approve.
- The development of a student questionnaire as a follow-up of students.

4.2.2 Counseling Research Project Directed to the Special Needs of Identified Student Groups

THE SURVEY OF AREA COUNSELORS, the INTEREST INVENTORY FOR SOPHMORES, the EXIT PROFILE, the WHERE TO NEXT? manual, and the FORMER STUDENT FOLLOW-UP STUDY required the development of separate instruments for the collection of data. The rough drafts of the instruments were developed on the basis of the working knowledge of the investigator, the exploration of related items, and input from other members of the state project team. A review of the instruments, assessment of the appropriateness of the level of communications and the adequacy of the items to elicit the desired data were involved.

4.2.3 Systems Approach to "Leave-School Student Data" (Indianapolis Public Schools)

Major task developments of the project included: 1) literature search; 2) consultations with Indianapolis Public Schools; 3) consult with state educational agencies; 4) consult with local educational agencies; 5) develop calendar; 6) develop instrumentation; 7) collect data; and 8) report data. The subsystems stages of development were: 1) data gathering; 2) data compilation; 3) data analysis; 4) instrumentation validation; 5) revision of data; and 6) drafts of project report.

One instrument was constructed which contained questions derived from conferences with both state and local education agency personnel. This instrument served to

assist in the generation of items utilized on the final questionnaire for vocational students. The survey sample yielded a 72 per cent response from the 100 survey participants contacted.

4.2.4 Cost Effective Handbook for Local High School Programs

Procedures for conducting this study were outlined as a series of tasks, as follows:

1) Synthesize cost-effectiveness research and literature;

2) Establish objectives of secondary vocational education programs;

3) Develop a system for conducting investigations;

4) Develop procedural information;

5) Develop instruments for data collection; and

6) Publish and disseminate materials.

A national Advisory Committee to the project was convened to review and advise regarding the foregoing task areas. The project's final product, an operations manual, will also be reviewed by the National Advisory Committee.

4.2.5 Identification of Effective Practices in Placement and Follow-Up (Indiana University)

The specific strategies for accomplishing the objectives of the project were as follows:

1) An advisory committee which included employment personnel, local school systems, the Departments of Vocational Education and Counseling and Guidance of Indiana University, and the North Central Association of Colleges and Schools Guidance and Counseling Committee, served the project staff.

2) An extensive survey to identify successful programs of placement and follow-up, their specific practices and influencing factors was conducted.

3) Instruments and procedures were designed to gather data relevant to the project's objectives from the schools and programs identified.

4) Those programs judged "especially successful" were studied further to identify additional factors responsible for the "special" success of these programs.

5) An exhaustive literature search and review of recent research and writings (utilizing the Indiana University ERIC computer probe system) was used in an attempt to further identify new, innovative and successful approaches for developing effective programs of placement and follow-up.

6) The gathered and summarized data collected in the preceding procedural steps were reviewed at this point by the project advisory committee and special consultants for the purpose of:

   (a) The identification of effective concepts and practices in placement and follow-up services.

   (b) The development of guidelines for the incorporation of these concepts and practices into pre and/or inservice training of local personnel to implement local placement and follow-up efforts.

7) The application of the guidelines developed (see procedural step "6") for the incorporation of successful concepts and practices into training were implemented as through the use of both preservice training and inservice training.

8) A major dissemination effort for this project has been the publication and distribution of a placement handbook entitled A GUIDE TO DEVELOPING SCHOOL BASED PLACEMENT AND FOLLOW-UP PROGRAMS. Copies are currently being distributed to vocational schools, school counselors, vocational educators and counselor educators and other educators as appropriate in Indiana and, in response to requests, other states and foreign countries as well.

4.2.6 Development and Implementation of Effective Techniques for Follow-Up of Drop-Outs at Post-Secondary Levels (Vincennes University)

The objectives of the project included the provision of guidelines and the format for a replicatable procedure for assessing the placement and follow-up of vocational graduates and drop-outs of the two-year post-secondary level,

accompanied by the establishment of a model follow-up instrument and computerized procedures. Further, the model was designed to be of a reasonable cost, clearly demonstratable of the concepts and strategies available to providing comprehensive placement and follow-up to the post-high vocational graduates and drop-outs, and readily usable by personnel currently staffing placement bureaus.

4.2.7 Statewide System of Follow-Up for Vocational Graduates (Purdue Research Foundation)

This project has required input from several segments of vocational education in Indiana. An advisory committee, consisting of vocational educators at all levels, was formed to provide guidance for the project staff in the formation of the instrument and data collection methodologies. The project staff, with the input of this committee, prepared a basic research instrument and a suggested methodology. To evaluate the usability of these items, a pre-field test was conducted. This test also provided preliminary data for development of computer analysis and trial data for the other objectives of the project.

Once the instrument and methodology were refined, a formal field-test was conducted in four selected schools that represented: 1) small to large in size; 2) rural to urban in clientele served; 3) comprehensive vocational programming; and 4) geographic dispersion within the state.

A system for analysis of the follow-up data constituted a major part of the study. Field test data were used to develop an analysis system that will yield a computer printout to be given to each participating school, as well as a provision for preparing statewide summaries of the data.

Finally, the analysis system needed to include a means of interpretation of the data, at both the local and statewide levels. A handbook and workshops were planned with dual purposes in mind; i.e., 1) to acquaint state personnel with the system; and 2) to train selected local personnel to use and interpret the system.

A Part "D" Research Grant has recently been awarded to convert this material for the surveying of all school leavers, this development having proved its effectiveness in the follow-up of former vocational students.

# VI. ANALYSIS

This section discusses the analyses which were performed in the course of this project, including both the Primary Project and the seven Sub-Projects.

## 6.1 THE PRIMARY PROJECT

Analyses performed included monitoring of the operations, including financial expenditures, of the seven sub-projects. Included was an analysis of the statewide objectives and ways in which each of the seven sub-projects were designed to address the objectives of the primary project. The Primary Project Objectives are listed in Exhibit 1, and the Summary of Statewide Objectives addressed are included in Exhibit 2, in Chapter VIII, Evaluation of the Project.

## 6.2 THE SEVEN SUB-PROJECTS

Analyses performed in the conduct of each of the seven sub-projects are described as part of the final reports of each of the sub-projects, copies of which are filed subsequent to this report. Of particular interest are those sections in the sub-project reports, as follows:

### 6.2.1 School City of East Chicago: Discussion Relating to the Revised Vocational Interest Inventory, The Vocational Handbook, and the Follow-up of the Indiana Vocational Students

(See pages 4-8 of the report.)

### 6.2.2 Evansville-Vanderburgh School Corporation

The development of the model was primarily concerned with the types of learning needs identified and the number of potential participants. The practical use of collected data through the instruments developed in this project become the obvious benefits. The simplicity of the information retrieval, storage and recall builds in future research validation (see pages 8-12 of the report.)

### 6.2.3 Indianapolis Public Schools

The Program Evaluation Review Technique (PERT) was utilized to maintain constant project focus. The PERT system, a planning and control technique, assisted in:

1. Evaluation of progress towards the attainment of project goals.

2. Focus of attention on potential and actual problems in the project.

3. Aid in determining the shortest time in which project procedures need in order to be accomplished.

4. Aid to researcher with frequent and accurate status reports.

5. The prediction of the likelihood of researching project objectives.

A common type of investigate research tool, the PERT allowed for data to be collected by questionnaire during on-site visitations with the State Educational and local Educational Agencies staffs.

6.2.4 Indiana University (Cost Effective Handbook):

A set of nine data collection instruments has been developed, including:

1) School Corporation (District) Information;

2) High School or Area Vocational School Information;

3) Secondary Vocational Program Status;

4) Secondary Vocational Instructional Program Data;

5) Secondary Vocational Instructional Program Cost Data;

6) Students' Follow-Up Program Rating Scale;

7) Employers' Opinion on Vocational Training of Employees;

8) High School Student Characteristics Data; and

9) Community Characteristics Data

The foregoing data collection instruments have been used in generating base data for the field test of the cost-effectiveness analysis model and the administrators' manual.

6.2.5 Indiana University (Identification of Effective Practices in Placement and Follow-Up)

A total of 3,218 schools from 26 states were initially surveyed in this project. Detailed data were collected from 130 of these schools or school systems. Follow-up visitations were made to eleven of these. Additionally, information gathering visits were made to three State Department of Public Instruction. Results of data collectionand analysis are reported in the Project Procedures (pages 8-10) and Project outcomes (pages 14-21) of the project's Technical Report.

6.2.6 Vincennes University:

Research methods included a series of seven steps utilized in securing the needed information:

1) Determine make-up of population;

2) Secure names and last-known addresses:

3) Compose cover letter;

4) Prepare the questionnaire;

5) Address/mail letter and questionnaire;

6) Account for questionnaire return;

7) Follow-up with mailing and telephone calls.

There is a great need for up-to-date information for local counselors concerning "jobs" in the school area, and to advise potential vocational students in career selection.

(See pages 6-8 of the Final Report.)

6.2.7 Purdue Research Foundation

An advisory committee was appointed to guide the staff in the selection of instruments and methodologies. Local schools were used as pilot outers to test instruments and methodologies developed. Job performance as assessed by the student and by the employer was obtained. Perception of guidance and placement assistance was secured as well as an interview with a sample of guidance personnel at the local level.

The final phase of the model includes a computerized analysis of the questionnaires and the generation of the tables which summarize the results. A total of nine tables were developed:

Table 1: Identifying Information
Table 2: High School Statistics
Table 3: Mobility
Table 4: Employment Status
Table 5: Finding Employment
Table 6: First Job
Table 7: Latest Job
Table 8: High School Guidance
Table 9: Vocational Program

# VII. FINDINGS

Highlights of findings from the Primary Project and the seven sub-projects are provided in this section. Detailed discussions relating to project findings may be found in the final reports of each of the seven sub-projects. These documents are filed supplement to this report.

## 7.1 SCHOOL CITY OF EAST CHICAGO

One of the most significant findings resulting from the trial questionnaire was contained in a comment from a student who indicated that he had completed a vocational program and wanted to be an apprentice but could not qualify because he wasn't a citizen of the United States. In this district, a citizenship designation will be emphasized with the high school students. (See Page 9 of Final Report).

## 7.2 EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

Secondary Schools, Post-Secondary Schools, and other agencies duplicate their efforts to provide services, and could make better use of their own facilities to share each other's resources and those of federally-funded programs.

Factors which tend to limit the use of community-based resources include:

- training resources have not been inventoried
- secondary students outside Vanderburgh County are not significantly involved in vocational programs
- a large number of secondary students are leaving high school without skills needed for employment.
- research by secondary schools is marginal.
- cooperative ventures between/among schools are marginal.
- cooperative work experience is not an integral component of secondary schools.
- there is a need to assess the local labor market demand. (See Page 13 of Final Report).

## 7.3 INDIANAPOLIS PUBLIC SCHOOLS

Responses to the Survey Instrument included:

| Item | Response/Percentage |
|---|---|
| Have you moved since graduation? | Yes - 5 (5.6%)<br>No -67 (94.4%) |
| Number of full-time jobs. | None - 27 (37.5%)<br>One - 38 (52.8%)<br>Two - 6 ( 8.3%)<br>Three - 1 ( 1.4%)<br>Four or more- None (0%) |
| Is your job related to training you received in vocational school? | Yes - 44 (74.6%)<br>No - 15 (25.4%) |

(See Final Report)

7.4 INDIANA UNIVERSITY (COST-EFFECTIVE HANDBOOK)

The conceptual model is in the process of field-testing. Findings associated with this project will be available after the field-testing phase, which will be completed in June, 1976. (See Final Report).

7.5 INDIANA UNIVERSITY (IDENTIFICATION OF EFFECTIVE PRACTICES IN PLACEMENT AND FOLLOW-UP)

The Project Outcomes section of the (Final) Technical Report, (filed supplement to this report) outlines a number of interesting findings, including:

. The probable availability of full-time placement services appears to increase with school size. More of the large schools (67%) have designed placement as a special activity with its own director or coordinator.

. Placement needs and follow-up of minority youth are apt to be better served in the larger schools.

. Characteristics of Placement and Follow-up Programs in small-size communities, medium-sized communities, and large-size communities, as well as in two-year and four-year colleges, are enumerated.

(Please see pages 14 - 20 of the Final Technical Report)

7.6 VINCENNES UNIVERSITY

For students who "dropped out," eight categories of

reasons for withdrawing were found:

1) Found job (22%)
2) Not ready for college (19%)
3) Miscellaneous (15%)
4) Health reasons (12.5%)
5) Changed mind (12.5%)
6) Military (9%)
7) Financial (6%)
8) Reached immediate goal (3%)

Likewise, eight categories were found for "no shows":

1) Entered another college (40%)
2) Found job (16%)
3) Financial (16%)
4) Military (10%)
5) Married (9%)
6) Not admitted to program (3%)
7) Changed mind (3%)
8) Health (3%)

(See Final Report)

7.7 PURDUE RESEARCH FOUNDATION

The primary outcomes of this project were the development and field-testing of instruments and methodologies that could be utilized in a statewide system for follow-up of vocational graduates. Unique aspects included provisions of a system for interpretation of the data and workshops to train local personnel in the use of the data. The project also obtained students' perceptions of guidance, placement, and job performance. (See Final Report).

# VIII. CONCLUSIONS AND RECOMMENDATIONS

This chapter serves to present the conclusions and recommendations which have been generated throughout the Indiana Implementation of a Statewide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups. Conclusions and recommendations are presented for the Primary Project as well as for the seven sub-projects associated with it.

## 8.1 THE PRIMARY PROJECT

The following conclusions and recommendations are stated at this time and are based upon the various project aspects discussed in the foregoing sections of this report.

1) The primary project goals and objectives were well-stated and achievable. Statewide activities have been geared to the accomplishment of these goals and objectives. The sub-projects were each instrumental in making contributions to the goals and objectives of the primary project.

2) The primary project and its sub-projects have been designed to help students, ultimately. The products are student-centered in areas of counseling, placement, and follow-up.

3) Many of the projects and their products were designed with inservice components, a practice which recognized the need to involve those school personnel who are in daily association with students, and whose support and involvement are vital to success.

4) Each of the seven projects appears to have transportable elements, with potential utilization throughout the State of Indiana, and beyond, and with national potentialities.

5) The primary project and many of its sub-projects have shown that placement and follow-up will happen most readily if schools train their current counseling staff in placement and follow-up as part of regular assignments. Local financial commitments in these areas will be most permanent, since state and federal resources, if provided at all, will probably be available on a one-time basis only.

6) Placement and follow-up should become an integral part of school districts and their accountability systems. Placement and follow-up efforts can prove valuable to Indiana schools in many areas of feedback and "peoplepower", which can result in former students returning for adult counseling and vocational courses.

## 8.2 THE SEVEN SUB-PROJECTS

The following conclusions and recommendations are stated at this time and are based upon the various sub-project aspects discussed in the foregoing sections of this report:

1) The new Placement and Follow-up reference library at Indiana University, Bloomington, will be a valuable addition to the state's resources for counseling, placement, and follow-up.

2) Placement and follow up elements should be further built into the graduate guidance curricula at all universities offering the program.

3) The Vincennes University project appeared to be an excellent recruiting tool and could be transportable to the Indiana Vocational Technical College.

4) The Evansville-Vanderburgh project developed a comprehensive system for total planning for placement and follow-up services on a regional basis. The project made some inroads in serving the region, and with increasingly changing attitudes within and without the system, regional coordination/cooperation will continue to develop.

5) The School City of East Chicago project developed extensive materials which will be transportable to other local education agencies within Indiana and beyond. The bilingual materials are transportable to other areas within the United States, as well.

6) The Purdue University Follow-up project product is already in demand, and will be increasingly in demand, throughout the state. Steps should be taken to insure the appropriate financing is afforded the continued research and developmental aspects of this project.

7) The Indiana University cost-effectiveness project has served to provide one of the most comprehensive, yet readily usable, systems available. Its products will provide useful tools for local district operators and decision-makers in accountability systems for secondary vocational education.

8) The Indianapolis Public Schools project has provided a useful background study on "leave-school student data". A model which can operate in the state's largest school corporation can show promise in other areas of the state as well.

9) The materials generated in the School City of East Chicago project should be made available to students in grades 7 through 12, with counselor supervision being provided as an aid in self-analysis, occupational interest and career selection.

10) The costs involved should suggest that the State of Indiana promote the conduct of follow-up programs, which should be locally funded with augmentation (e.g. on a matching basis) of available state and/or federal funding.

11) Support monies for the continued development of placement and follow-up programs should continue to be made available to schools and school systems for a minimum period of three years with particular attention to those schools and systems in economically depressed areas.

12) Efforts should continue to increase the effectiveness of employment placement and follow-up for minority youth.

13) Models for integrating career education programs, counseling and guidance activities and placement services of schools should continue to be identified and communicated to practitioners and the general public.

# IX. EVALUATION OF THE PROJECT*

Eighteen months of service, as Third-Party Evaluator, to the State of Indiana and its implementation of a statewide guidance program with emphasis on counseling, placement, and follow-up has been completed. This report has been prepared to discuss progress on aspects of the primary project and its seven sub-projects. With respect to activity and project analysis (which has constituted a major portion of the Third-Party evaluation effort), its complexity is inherent in the multi-dimensionality of activities and projects. Since the projects were essentially funded as a number of individual activities/projects, all of which possessed some unique aspects and all of which share some common aspects, it is important in understanding the outcomes of the entire program that the evaluation effort remain cognizant of both the uniqueness and commonalities of the efforts of the seven sub-projects and the statewide primary project.

## 9.1 GOALS AND OBJECTIVES OF THE PROJECT

The major goals and objectives of this Third-Party evaluation project included: 1) assess the seven implementation projects as they relate to the statewide primary project; 2) develop a process of evaluation; 3) determine the extent to which the objectives of the project have been accomplished; i.e. product evaluation; and 4) set guidelines for the final statewide report from the seven implementation projects. The Third-Party evaluation activities have related to the specific project objectives which have been designed to support achievement of the primary projects' purposes and objectives, which include:

1) To develop under the direction and supervision of the State Board of Vocational and Technical Education a coordinated system for researching and implementing the project and for disseminating the products to users in decision-making positions.

2) To identify effective concepts and practices in placement and follow-up services and incorporate these into pre and inservice training of local personnel to implement local placement and follow-up efforts.

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*Performed by Educational Management Services, Inc., Fred C. McCormick, Ph.D., Senior Consultant, who also provided technical assistance in drafting Primary Project Reports.

3) To develop and implement effective techniques for follow-up of vocational graduates, non-vocational graduates and dropouts at the secondary and post-secondary level. This information will be used by Local Educational Agencies to obtain more relevant information for use in local and comprehensive statewide planning, using manpower data.

4) To provide a transportable cost-effectiveness approach to program planning, evaluating and budgeting which can be implemented at the local administrative level. This information will be channelled into the coordinated statewide effort to determine strategies for an effective vocational program.

Exhibit 2, which follows this section, provides a summary of the primary project objectives (summarized in Exhibit 1) and how they were addressed by each of the seven operating projects. Statewide objective (1) was addressed by four of the seven projects; statewide objective (2), by five of the projects; statewide objective (3), by six of the projects; and statewide objective (4), by three of the projects.

## 9.2 EVALUATION SUMMARIES

Exhibit 3 serves to provide an evaluation conceptual overview for the statewide and seven sub-projects in Indiana. A status evaluation resulted in the conceptualization of the project. A process evaluation has taken place while the projects were in operation. Finally, a product evaluation has taken place as the work of each project is completed and its products assessed.

Each of the sub-projects has also been involved in an internal evaluation, and evaluative summaries are provided in each of the final reports of the seven sub-projects.

The evaluation criteria, which have been utilized by the Third-Party Evaluator, included seeking answers to the following set of questions:

1) Are Primary Project Objectives Being Met?

2) Are Sub-Project Objectives Consistent with Objectives of the Primary Project?

3) Are Project Activities/Processes Consistent with Objectives?

4) Are Project Products Consistent with Objectives?

5) Are Project Products Transportable for Utilization Elsewhere?

The Indiana Primary Project Objectives, upon which these evaluation criteria are based, are summarized in Exhibit 1, which follows.

- Summary data on each of the seven sub-projects, including (product) evaluation comments, follow, as Exhibits 4 through 10. Information provided includes the project title, the product(s), the project goals/objectives, the statewide objectives addressed, and (product) evaluation comments by the Third-Party Evaluator.

In addition the following observations may be made:

- The projects, were totally, related to all levels of education, K-14 and beyond. They provided a "common denominator" for articulation among and between educational agencies. The primary and sub-project operators showed support and concensus regarding their contribution to the primary project goals. The statewide director showed excellent leadership, with good support from the State Board of Technical and Vocational Education. The primary project administrative processes and procedures were flexible enough to encounter and solve any problem areas which may have appeared.

- The primary project and sub-projects appeared to utilize project personnel well. There was strong evidence of cost efficiency and effectiveness. The primary project and sub-projects were, for the most part, on schedule and on target in their project spending plans. The project directors' group has been exceptional in their sharing ideas between and among the seven projects. The primary project has virtually served to develop a model for effecting coordination/cooperation in research, development, and implementation efforts in Indiana, as well as in other states.

- The Primary Project and sub-projects have served to provide leadership in eliminating sex bias and sex-role stereotyping. Included have been emphases on sex-fair guidance, placement and follow-up procedures.

EXHIBIT 1

## INDIANA PRIMARY PROJECT OBJECTIVES

(1) PROVIDE A COORDINATED STATEWIDE SYSTEM FOR DEVELOPING AND DISSEMINATING PRODUCTS;

(2) IDENTIFY EFFECTIVE CONCEPTS AND PRACTICES IN PLACEMENT SERVICES;

(3) DEVELOP EFFECTIVE GRADUATE FOLLOW-UP TECHNIQUES AND MATERIALS;

(4) PROVIDE A COST-EFFECTIVENESS MODEL FOR PLANNING AND EVALUATING PROGRAMS,

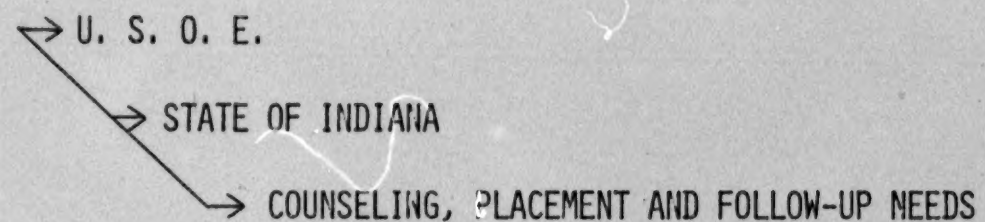
EXHIBIT 2

SUMMARY: STATEWIDE OBJECTIVES ADDRESSED

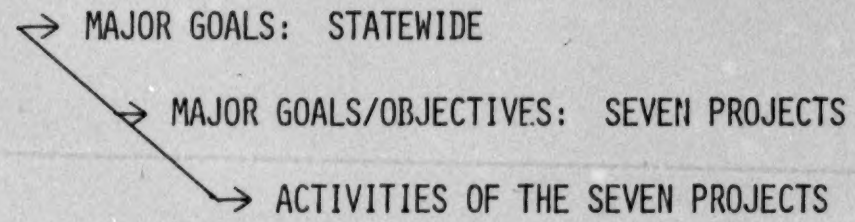
| PROJECT | STATEWIDE OBJECTIVES | | | |
|---|---|---|---|---|
| | ① COORDINATED SYSTEM | ② EFFECTIVE CONCEPTS | ③ FOLLOW-UP TECHNIQUES/ MATERIALS | ④ COST EFFECTIVENESS |
| EAST CHICAGO AND WHITING PUBLIC SCHOOLS: AREA VOCATIONAL DISTRICT I - STUDENT CENTERED APPROACH TO VOCATIONAL CHOICE | | x | x | |
| EVANSVILLE-VANDERBURG SCHOOL CORPORATION - PLAN TO GUIDE STUDENTS TO MEANINGFUL CAREERS | x | x | x | x |
| INDIANAPOLIS PUBLIC SCHOOLS - SYSTEMS APPROACH TO "LEAVE-SCHOOL STUDENT DATA" | x | | x | x |
| INDIANA UNIVERSITY - COST EFFECTIVE HANDBOOK FOR LOCAL HIGH SCHOOL PROGRAMS | | | x | x |
| INDIANA UNIVERSITY - IDENTIFICATION OF EFFECTIVE PRACTICES IN PLACEMENT AND FOLLOW-UP | | x | | |
| VINCENNES UNIVERSITY - FOLLOW-UP ON NO-SHOWS AND DROPOUTS OF POST-SECONDARY STUDENTS | x | x | x | |
| PURDUE RESEARCH FOUNDATION - STATEWIDE SYSTEM OF FOLLOW-UP FOR VOCATIONAL GRADUATES | x | x | x | |
| TOTALS | 4 | 5 | 6 | 3 |

EXHIBIT 3

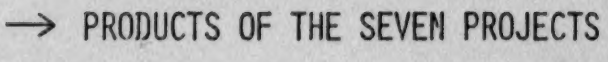
EVALUATION CONCEPTUAL OVERVIEW




(STATUS EVALUATION)




(PROCESS EVALUATION)




(PRODUCT EVALUATION)

EXHIBIT 4

PROJECT:

School City of East Chicago: Area Vocational District I - Student-Centered Approach to Vocational Choice.

PRODUCT:

Data and Information Bank to Serve as Basis for Placement Component in an Area Vocational Education Center. Much of the Material is Appropriate for Bilingual Families.

PROJECT GOALS/OBJECTIVES:

1) Prepare information on career and vocational opportunities;
2) Develop methods to identify, inform, and channel individuals (to the Vocational Center, for training for available jobs);
3) Develop strategies to place and follow-up individuals (to meet current employment needs);
4) Develop a system of assessing employment priorities and redesigning training and re-training programs;
5) Develop a method of follow-up of trainees to determine adequacy of training for job entry skills.

STATEWIDE OBJECTIVES ADDRESSED:

2) Identify effective concepts;
3) Develop follow-up techniques/materials.

COMMENTS:

- Bilingual
- Student-Centered
- Student Self-Assessment and Graduate Survey
- Comprehensive Materials
- Business/Industry/ Community Involvement

EXHIBIT 5

PROJECT:

Evansville - Vanderburgh School Corporation - Plan to Guide Students to Meaningful Careers.

PRODUCT:

A Longitudinal In-School and Out-Of-School Data System (Ranging from Seventh Grade to 10 Years after Graduation - A Model Information Bank for Guidance/Placement Programs).

PROJECT GOALS/OBJECTIVES:

1) Counseling placement and follow-up for selected target groups;
2) Identification of effective concepts and practices in placement/follow-up;
3) Development and implementation of effective techniques for follow-up of vocational graduates, non-vocational graduates, and dropouts.

STATEWIDE OBJECTIVES ADDRESSED:

1) Coordinated statewide system;
2) Identify effective concepts;
3) Develop follow-up techniques/materials;
4) Provide cost-effectiveness model.

COMMENTS:

- Very Comprehensive
- Many Activities
- Counselors/Inservice Training Opportunities
- Research-Oriented
- Services to a Region of the state
- Very self-analytical

EXHIBIT 6

PROJECT:

Indianapolis Public Schools - Systems Approach to "Leave-School Student Data".

PRODUCT:

A Manual for Conducting Follow-Up Studies Will Provide a Model for Conducting/Using Follow-Up Studies, Including Study-Cost Guidelines.

PROJECT GOALS/OBJECTIVES:

1) Identify users of the data;
2) Identify data to be used;
3) Identify data compilors and data gathered;
4) Identify impeding variables (in data gathering);
5) Develop forms on which to gather and store data;
6) Develop calendar for gathering data;
7) Identify by function who shall gather data;
8) Develop time-cost ratios for data gathering;
9) Develop dissemination to data users procedures.

STATEWIDE OBJECTIVES ADDRESSED:

1) Coordinated statewide system;
3) Develop follow-up techniques/materials;
4) Provide cost-effectiveness model.

COMMENTS:

- Comprehensive in Scope
- Assimilative Information Compendium is Complete
- Systems Approach: Pert Chart
- Includes Study Cost Guidelines

EXHIBIT 7

PROJECT:

Indiana University - Cost Effective Handbook for Local High School Programs.

PRODUCT:

A Handbook for Conducting Cost-Effectiveness Studies of Local Vocational Education Programs Will Provide Materials to Allow Vocational Directors to Conduct School-Based Studies.

PROJECT GOALS/OBJECTIVES:

1) Develop a statement (document) explaining cost-effectiveness (to local program planning and evaluation);
2) Identify objectives of secondary vocational education programs;
3) Develop a system of cost-effectiveness (local conduct of cost-effectiveness investigations);
4) Develop investigative instruments and procedural information (to facilitate local cost-effectiveness investigations).

STATEWIDE OBJECTIVES ADDRESSED:

4) Develop follow-up techniques/materials;
4) Provide cost-effectiveness model.

COMMENTS:

- Provides Materials for School-Based Studies
- Cooperation with Purdue University Project
- Project Products will be Greatly in Demand
- Very thorough background and development of project

EXHIBIT 8

PROJECT:

Indiana University - Identification of Effective Practices in Placement and Follow-Up.

PRODUCT:

Documents Providing Results of a National Review of Exemplary Post-Secondary and Secondary Placement and Follow-Up Practices and which Identify Common Successful Procedures.

PROJECT GOALS/OBJECTIVES:

1) Identify successful programs in placement and follow-up (and their specific practices);
2) Identify pilot communities in which secondary and/or post-secondary institutions will seek to integrate/ implement successful concepts identified above.

STATEWIDE OBJECTIVES ADDRESSED:

2) Identify effective concepts

COMMENTS:

- A National Review
- Utilizes Computerized Searches
- Identifies Common Successful Procedures
- Comprehensive in Range of Services
- Products are in Demand in Indiana and Nationally

EXHIBIT 9

PROJECT:

Vincennes University - Follow-Up on No-Shows and dropouts of Post-Secondary Students.

PRODUCT:

Follow-Up Materials and Guidelines Appropriate for Conducting Follow-Up Studies of Post-Secondary School Vocational Education Dropouts. Model Includes Computerized Techniques for Processing Data.

PROJECT GOALS/OBJECTIVES:

1) Provide the guidelines and format for a replicable procedure for assessing placement/follow-up of dropouts of post-secondary vocational institutions;
2) Dropouts defined (those students who enrolled in a vocational program and then withdrew, plus potential students who applied but not enrolled);
3) Model of reasonable cost, clearly demonstrable of the concepts and strategies involved in providing comprehensive follow-up;
4) Responsive to the character and abilities possessed by personnel currently staffing such placement bureaus.

STATEWIDE OBJECTIVES ADDRESSED:

1) Coordinated Statewide system
2) Identifies effective concepts
3) Developed follow-up techniques/materials and data analyses

COMMENTS:

. Transportable/Replicable
. Benefits to Institution and to Dropouts Surveyed
. Phone Follow-Up Successful
. Model Strategy/Computerized Techniques

EXHIBIT 10

PROJECT:

Purdue Research Foundation - Statewide System of Follow-Up for Vocational Graduates.

PRODUCT:

A Standardized Follow-Up Instrument and a System for Data Interpretation. Instruments and Procedures Will Provide Potential for Uniform State Follow-Up Program.

PROJECT GOALS/OBJECTIVES:

1) Identify instruments to be utilized to obtain follow-up information of vocational graduates;
2) Develop a methodology to be used to obtain follow-up information on vocational graduates;
3) Field test the instrument and methodology for data collection of sample schools;
4) Develop a method for summarizing and analyzing data that could be used by both local and state agencies;
5) Provide system for interpretation of the data to insure usage at both local and statewide levels;
6) Train local vocational guidance personnel to use the system development.

STATEWIDE OBJECTIVES ADDRESSED:

1) Coordinated Statewide system now available
2) Identified effective concepts
3) Developed follow-up techniques/materials

COMMENTS:

- Team Development
- Documentation and Training
- Comprehensive/Full Service
- Students' Perceptions of Their Guidance/Placement/Job Experiences included
- Continued funding of system is highly recommended

# X. FINANCIAL STATEMENT

| OEG-O-74-1729 | Original Budget | Change and Authorization 11-18-75 | New Budget | Expenditures | Balance |
|---|---|---|---|---|---|
| 6A Section B | | | | | |
| Project Coordinator (212) | 22,800 | | 22,800 | 23,199.92 | (399.92) |
| Project Secretary (217.5) | 3,125 | | 3,125 | 2,980.32 | 144.68 |
| Consultant (269) | 2,000 | 2,250 | 4,250 | 4,300.00 | ( 50.00) |
| SUB-TOTAL | 27,925 | 2,250 | 30,175 | 30,480.24 | (305.24) |
| 6B Fringe Benefits (811,812,813,822.1,822.2, 822.3) | 3,889 | | 3,889 | 3,803.06 | 85.94 |
| SUB-TOTAL | 3,889 | | 3,889 | 3,803.06 | 85.94 |
| 6C Travel | | | | | |
| Staff Travel (261.1) | 2,500 | 134.18 | 3,040.72 | 2,909.27 | |
| (2) Wash. D.C. Trips | 406.54 | | | 131.45 | -0- |
| Workshops (261.2,269.2) | 2,280 | 3,315.82* | 5,596.28 | 4,392.51 | 1203.77 |
| SUB-TOTAL | 5,186.54 | 3,450.00 | 8,637 | 7,433.23 | 1203.77 |
| 6D Supplies (241) | 844.00 | 2,000.00 | 2,844.00 | 2,707.31 | 136.69 |
| 6E Dissemination | 2,000.00 | | 2,000.00 | 2,000.00 | -0- |
| Management SUB-TOTAL (S.B.C.S.C.) | 39,844.54 | 7,700.00 | 47,545.00 | 46,423.84 | 1121.16 |
| 6F Contractual (7 Projects) | 155,376.46 | (7,700.00) | 147,676.46 | 141,655.34 | 6021.12 |
| Federal Total | 195,221.00 | | 195,221.00 | 188,078.72 | 7142.28 |
| Local Cost Sharing | 55,102.00 | | | 53,571.00 | |
| TOTAL | 250,323.00 | * includes stipend (see letter) | | 241,649.72 | |

OEO-C-14-1149

| | | Coordination S.B.C.S.C. | | LU.-Gibson 8-75-C-3 | | Evans-Van. 8-75-C-4 | | I.U.-Harris 8-75-C-5 * | | V.U. 8-75-C-8 | | E.Chicago 8-75-C-10 | | I.P.S. 8-75-C-12 | | P.U. 8-75-C-15 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A. Direct Cost | | Agency | Fed. | Agency | Fed. | Agency | Fed | Agency | Fed | Agency | Fed. | Agency | Fed. | Agency | Fed. | Agency | Fed | |
| 1 Personnel | Budget | – | 25,925 | 7272 | 8040 | – | 16,800 | – | 24,658 | | 3000 | 20,550 | 13,190 | – | 15,000 | – | 18,989 | .19 |
| | Expen. | | 26,180.24 | 7277 | 8438.17 | | 16,800 | | 24,230.52 | | 3000 | 20,550 | 12,770 | | 10,810.60 | | 18,654 | .86 |
| | Balance | | (255.24) | -0- | (398.17) | | 0 | | 427.48 | | 0 | | 410 | | 4,189.40 | | 334.3 | 3 |
| 2. Cont. Ser. | Budget | – | 4250 | 400 | 660 | – | 4,600 | – | 5,800 | – | – | – | – | – | 800 | – | 2815.8 | 3 |
| | Expen. | | 4300 | 400 | 660 | | 4,600 | | 4509.66 | | | | | | 15 | | 2815. | 83 |
| | Balance | | (50) | -0- | -0- | | 0 | | 1,290.34 | | | | | | 785 | | -0- | |
| 3. Emp. Bene. | Budget | – | 3889 | 1107 | 1795 | – | 2600 | – | 1893 | – | – | – | 400 | – | 2870.88 | – | 2927 | |
| | Expen. | | 3803.06 | 1107 | 278.45 | | 2607.86 | | 1519.62 | | | | 321.13 | | 1,056.14 | | 2384. | 01 |
| | Balance | | 85.94 | -0- | 516.55 | | (7.86) | | 473.32 | | | | 78.87 | | 1814.69 | | 542 | .99 |
| 4. Travel | Budget | – | 8637 | – | 4950 | – | 1100 | – | 2468 | – | 200 | – | 900 | – | 1,829.13 | | 1000 | |
| | Expen. | | 7433.23 | | 5019.82 | | 1088.32 | | 2468 | | 120.80 | | 597.77 | | 1,059.78 | | 1004. | 26 |
| | Balance | | 1203.77 | | (69.82) | | 11.68 | | -0- | | 79.20 | | 302.23 | | 769.35 | | (4.26) | |
| 5. Supplies - Mat. | Budget | – | 2844 | 80 | 530 | – | 1500 | – | 800 | – | 300 | – | 600 | – | 700 | | 1500 | |
| | Expen. | | 2707.31 | 80 | 536 | | 1502.76 | | 474.34 | | 173.42 | | 628.51 | | 85.50 | | 1239. | 25 |
| | Balance | | 136.69 | -0- | (6) | | (2.76) | | 325.66 | | 126.58 | | (28.51) | | 614.50 | | 260.7 | 5 |
| 6. Commun. | Budget | – | – | 100 | 800 | – | 350 | – | 400 | – | 100 | – | 360 | – | 300 | | 1892 | .97 |
| | Expen. | | | | 853.78 | | 351.06 | | 161.57 | | 0 | | 193.56 | | 40.99 | | 1882. | 97 |
| | Balance | | | | (53.78) | | (1.06) | | 238.43 | | 100 | | 166.44 | | 259.01 | | -0- | |
| 7. Proper-ties Rental | Budget | – | – | – | 300 | – | – | – | 600 | – | – | – | 500 | – | – | – | 900 | |
| | Expen. | | | | 242 | | | | -0- | | | | 350 | | | | 972. | 13 |
| | Balance | | | | 58 | | | | 600 | | | | 150 | | | | (72.13) | |
| 8. Facilities | Budget | – | – | – | – | – | – | – | – | – | – | – | – | 2000 | – | 2650 | – | |
| | Expen. | | | | | | | | | | | | | 1800 | | 2650 | | |
| | Balance | | | | | | | | | | | | | 200 | | 0 | | |
| 9. Product Dissem. | Budget | 150 | 2000 | – | 600 | – | – | – | 2434 | – | 200 | – | 4,090 | 1000 | – | – | 646.3 | 7 |
| | Expen. | | 2000 | | 646.64 | | | | 2434 | | 9.70 | | 4,090 | 1000 | | | 646.3 | 7 |
| | Balance | | -0- | | (46.64) | | | | -0- | | 190.30 | | 0 | 0 | | | -0- | |
| 10. Project Eval. | Budget | – | – | – | – | – | – | – | – | – | 200 | – | – | – | – | – | – | |
| | Expen. | | | | | | | | | | 0 | | | | | | | |
| | Balance | | | | | | | | | | 200 | | | | | | | |
| B. Indirect Costs | Budget | – | – | | – | 3125 | – | 15,818 | – | 1000 | – | – | – | – | – | – | – | |
| | Expen. | | | | | 3150 | | 14,462 | | 1000 | | | | | | | | |
| | Balance | | | | | -(25) | | 1,356 | | 0 | | | | | | | | |
| * C. Total Costs | Budget | | 47545 | 8,959 | 17,275 | 3125 | 26,950 | 15,818 | 39,153 | 1000 | 4000 | 20,550 | 20,000 | 3000 | 21,000 | 2650 | 26,500 | |
| | Expen. | | 46,423.8 | 8959 | 17,269.72 | 3150 | 26,950 | 14,462 | 35,792.71 | 1000 | 3308.52 | 20,550 | 18,920.97 | 2800 | 13,068.03 | 2650 | 26,356 | 4.51 |
| | Balance | | 1121.16 | -0- | 15.26 | -(25) | -0- | 1,356 | 3355.29 | -0- | 696.08 | -0- | 1,079.03 | 200 | 8431.97 | -0- | 143.49 | |

* Estimated – Final Budget To Accompany Check

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# XI. SUPPLEMENTAL MATERIALS AND APPENDIXES

# XI. REPORTS OF THE SEVEN SUB-PROJECTS AND SUPPLEMENTAL MATERIALS

## 11.1 THE PRIMARY PROJECT

A. Indiana Invitational Conference on Placement - June 25-26-27, 1975
B. Placement and Follow-up Conference of March 3-10-24, 1976
C. SBVTE - Placement and Follow-up Final Meeting of State Advisory Committee, April 21,22, 1976
D. Counselors Serving Area Vocational-Technical School Districts - November, 1975

## 11.1.2 FINAL REPORT
EAST CHICAGO SCHOOL SYSTEM - SBVTE-8-75-C-10

A. Administrators Manual for Revised Vocational Interest Inventory
B. Picture Booklet
C. Student Application & Enrollment Form
D. Student Health Record
E. Rating Sheet
F. Answer Sheet
G. Personal Analysis of Technical-Vocational Application
H. Communication - DeLaGarza Career Center
I. Business & Commerce - DeLaGarza Career Center
J. Building Const.&Maintenance - DeLaGarza Career Center
K. Mechanics & Metal Working - " " "
L. Technology - " " "
M. Health & Personal Services - " " "
N. Application of a Client Centered Approach to Vocation Choice
O. Spanish Resume of Occupational Guides - DeLaGarza Career Center

## 11.2.2 EVANSVILLE-VANDERBURGH SCHOOL CORP. - SBVTE-8-75-C-4

A. Where to Next?
B. Counseling Research Project Directed to Special Needs of Identified Student Groups
C. Cook-Book Collection of Ideas (6)

## 11.2.3. INDIANAPOLIS PUBLIC SCHOOL SYSTEM - SBVTE-8-75-C-12

A. Project 8-75-C-12, Gregory Boatright, Final Project
B. A Systems Approach to Leave School Data Project

11.2.4 INDIANA UNIVERSITY - SBVTE-8-75-C-5

A. Cost Effectiveness Analysis Model for Secondary Vocational Program - Final Report
B. Technical Report
C. Administrator's Manual

11.2.5 INDIANA UNIVERSITY - SBVTE-8-75-3

A. Identification of Effective Concepts & Practices in Placement and Follow-up Services
B. School-Based Placement & Follow-up Services; Equal Opportunity Provider

11.2.6 VINCENNES UNIVERSITY - SBVTE-8-75-C-8

A. Project 8-75-C-8 Priority: Development & Implementation of Effective Techniques for Follow-up of Drop-Outs at Post-Secondary Levels

11.2.7 PURDUE UNIVERSITY - SBVTE-8-75-C-15

A. SIRF - System for Implementing Review & Follow-up
B. Development of a Statewide System for Follow-up of Vocational Graduate that has Implementation for Useage by Local Educational Agencies
C. SIRF - Flyer

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